**Example Information Literacy Program Mission, Goals & Objectives for a small university library (F.W. Olin Library, Drury University)**

*Information Literacy is the set of skills needed to define an information need and* *to find, evaluate, interpret, and document a variety of information sources.*  
  
**Mission**  
Drury University library faculty and departmental faculty share a responsibility to prepare our students to be successful lifelong learners within a technologically sophisticated and information-saturated society. Information alone, in all of its varied formats, will not bring about a knowledgeable and informed citizenry without mastery of the practical and conceptual skills needed to acquire, use, and evaluate information competently, ethically, and effectively. It is the mission of the Olin Library Information Literacy Program, in cooperation with departmental faculty, to teach a set of practical and conceptual information literacy skills to our students.  
  
**Goals**  
Student learning goals  
Upon graduation, Drury University students will have a solid understanding of:  
1) the information cycle and its relationship to scholarly publication,  
**Objectives**

1. Students will be able to explain the difference between open and restricted Web sites
2. Students will be able to describe the characteristics of popular and scholarly literature
3. Students will be able to differentiate, in terms of form, content, and depth, between various sources of information (i.e., primary, secondary, tertiary, and grey literature)
4. Students will be able to explain how an event/ issue/topic progresses through the information cycle

2) how information is organized,  
**Objectives**

1. Students will be able to differentiate between information provided by the library catalog and electronic journal databases
2. Students will be able to explain the differences in results obtained through “field” searching (e.g., Title, Author, Subject, Keyword)
3. Students will be able to explain the concept of a library classification/call number system
4. Students will be able to explain the concepts of a union catalog and a library consortium

3) the process of information discovery and evaluation,   
**Objectives**

1. Students will be able to articulate an information need
2. Students will be able to refine a broad or vague research topic using reference tools
3. Students will be able to identify which research tools are most appropriate for an assignment (e.g., online catalog, multi-disciplinary or subject-specific database)
4. Students will demonstrate how to contact subject librarians for research assistance
5. Students will be able to identify the elements of a basic citation such as author and title for several types of resources (e.g., a book, a journal article, a web page)
6. Students will be able to use a bibliography to obtain further readings or corroborate findings
7. Students will be able to critically evaluate information sources based on specific criteria

4) strategies for accessing information from a variety of sources  
**Objectives**

1. Students will be able to navigate the library Website to find and use research tools (e.g., DUGuides, journal databases, online catalog)
2. Students will demonstrate how to conduct effective searches using the online catalog, Internet search engines, and a variety of database formats
3. Students will be able to locate materials in the library (e.g., books, periodicals, microforms)
4. Students will demonstrate how to order a book through MOBIUS or SWAN
5. Students will demonstrate how to request a book or journal article through ILL
6. Students will demonstrate how to use the citation linker (URL resolver) to acquire online full text or print material from a database record
7. Students will use appropriate techniques to improve their results when searching the open web or library databases (e.g., Boolean operators, phrase searching/use of quotation marks, truncation/wildcard symbols, field searching)

5) the ethical use of information  
**Objectives**

1. Students will be able to explain what is meant by the ethical use of information
2. Students will be able to define plagiarism and know how to cite borrowed information properly

Program goals  
*6)* *Increase awareness among administrators, faculty, and students of information literacy, its benefits, and its importance to academic success.*   
**Objectives**

1. Library faculty will communicate the Information Literacy Program mission and goals formally and informally across campus
2. Library faculty will include information literacy concepts and skills in classroom instruction
3. The library will include information about the benefits and importance of information literacy in promotional efforts
4. Library faculty will collaborate with departmental faculty to incorporate information literacy into the curriculum

*7)* *Incorporate continuous improvement of the* Information Literacy *Program through ongoing assessment and refinement.*  
**Objectives**

1. Library faculty engaged in teaching credit bearing library (LIBR) courses will use university approved tools to evaluate the effectiveness of, and to refine, those courses
2. Library faculty will determine the baseline state of information literacy for incoming undergraduate students
3. Library faculty will confer with departmental faculty to determine their information literacy expectations for students
4. Library faculty will analyze the current library instruction environment at Drury
5. Library faculty will set benchmarks for the Information Literacy Program by identifying best practices in information literacy
6. Library faculty will create an assessment plan that will include both classroom teaching and student learning outcomes